

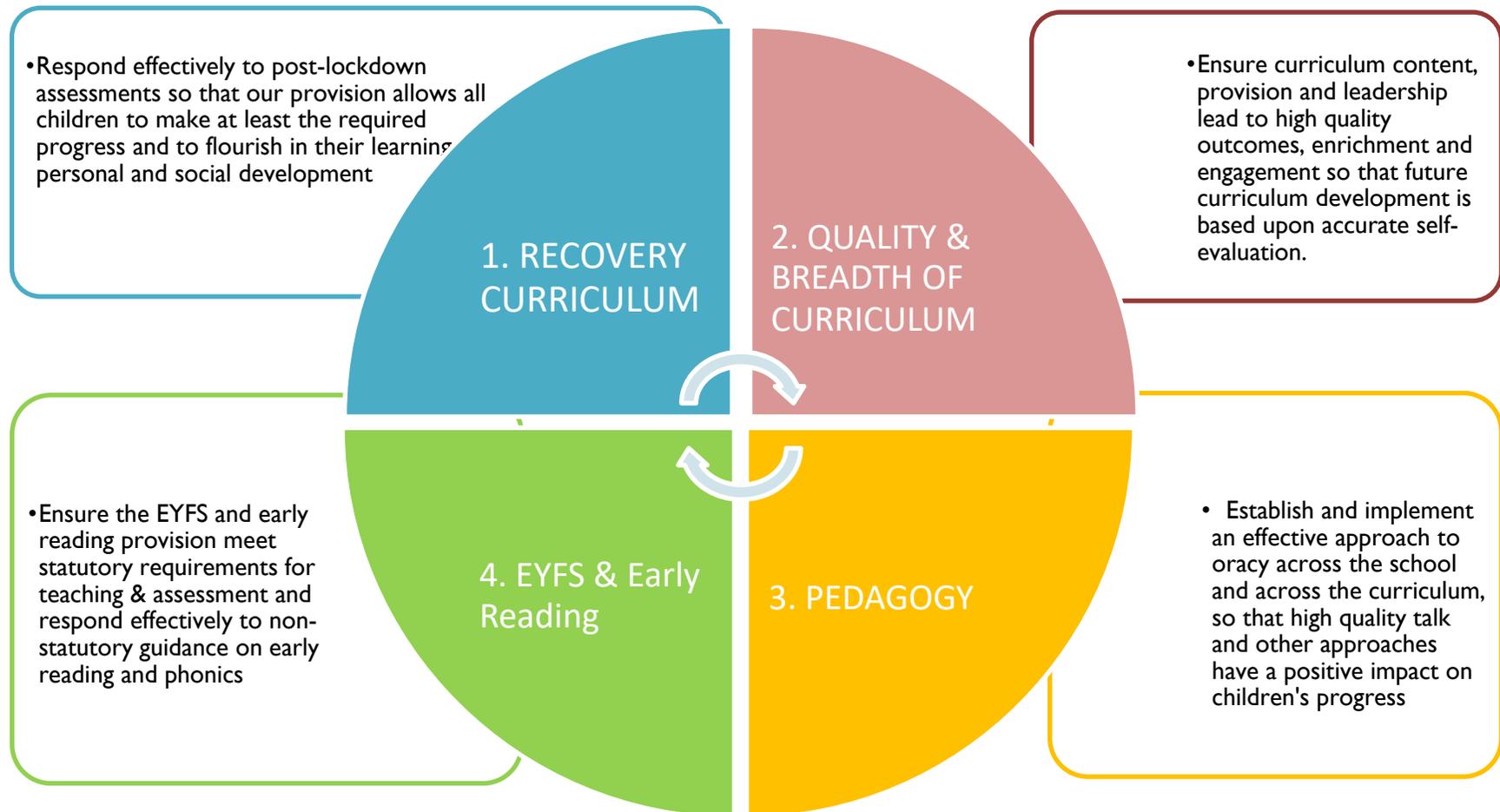


SCHOOL IMPROVEMENT PLAN 2021/22



LONG SUTTON CHURCH OF ENGLAND PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN 2021-22

KEY IMPROVEMENT PRIORITIES 2021-22





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Key Priority I: Recovery Curriculum	
<p>Respond effectively to post-lockdown assessments so that our provision allows all children to make at least the required progress and to flourish in their learning & personal and social development</p> <p>RECOVERY = RECONNECTION + REMEMBERING + RESPONDING + RESILIENCE + READINESS</p>	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> ✓ School staff will continue to respond effectively to all children’s needs and implement the right strategies at the right time, making effective use of planning and assessment guidance, transition information, CPD and resources from county / national sources ✓ Children will develop their understanding of mental health and their emotional vocabulary, leading to improved emotional regulation and more positive mental health ✓ Children will have an increasingly clear understanding about how they will be supported to behave well, including an understanding of the value of restoring relationships when they make mistakes. Children’s parents / carers will also have a better understanding of the school’s approach and children will benefit from improvements in this shared understanding. ✓ Individual ‘Progress Pathways’ for all children will provide clear targets for recovery, with the aspiration of achieving attainment outcomes which are in line with expectations based upon pre-pandemic prior attainment, within a timescale appropriate to the needs and experiences of individual children ✓ Targeted children will receive additional support through any further catch-up funding and / or school-led tutoring grants, in order to further accelerate their progress towards their targets ✓ Children will feel a reignited sense of belonging and will have the opportunities to make a positive contribution to school life 	<ul style="list-style-type: none"> • Progress Data: regular pupil progress meetings to review progress against individual children’s progress pathways; data summaries at the end of each assessment milestone • Learning Walks, Lesson Observations, Planning Sampling & Book Looks to establish the effectiveness of implementation of agreed approaches • Social, Emotional and Mental Health provision: pupil conferencing, learning walks, records of support • Catch-Up / School-Based tutoring spending & plans • Wrap Around Care & Extra Curricular Provision



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<p>✓ Families will feel well-supported by the school through high quality after school provision which meets the changing needs of families as they continue to navigate the demands of the Pandemic</p>	
KEY TASKS & ACTIONS	WHEN? / WHO? / COSTS / ADDITIONAL RESOURCES
<p>a. Completion of Behaviour Policy Review</p> <ol style="list-style-type: none"> 1. Restorative Practices: CPD to establish a shared understanding & approach to the use of Restorative Practices through 2. New Policy: Write new policy following the completion of CPD and consultation since summer term 2021. Publish and share with all stakeholders 3. Parent Education: Workshop / meeting / additional information to educate parents on the reasons behind our policy, particularly the value of restorative practices 4. Individual Behaviour Plans: Implement a new format for children who require a personalised approach 	<ol style="list-style-type: none"> 1. Autumn Term; Staff Meeting; Diocese Education Advisor 2. Policy published January 2022 3. Spring Term 2022
<p>b. Introduce Zones of Regulation (ZoR) as a key approach in helping children to improve their emotional self-regulation</p> <ol style="list-style-type: none"> 1. CPD: Support Staff (classroom & 1:1 LSAs) to receive in depth training in how to implement the Zones of Regulation approach for targeted children whom they work with. Class Teachers to receive an 'overview' of the approach and resources so that the shared language can be applied when supporting these targeted children. 2. Resources / Environment: Expand our ZoR resources as required; improve visibility and display of ZoR resources in the well-being room and in other areas of the school 	<ol style="list-style-type: none"> 1. Autumn Term 2021 & Spring Term 2022; SENDCo time 2. Spring & Summer Term 2022; £100 for additional resources as required; increased budget for well-being room refurbishment after April 2022 (£500?)
<p>c. English & Maths recovery response: continued work</p> <ol style="list-style-type: none"> 1. Focus Groups: Continue to provide small group / individual provision to plug ongoing gaps in reading / writing / maths, ensuring criteria for school-led tutoring grant is met where required. Facilitate through job share teachers and / or specialist tutor sessions and through time provided by specialist music teacher. 	<p>1. Late Autumn 2021 into Spring Term 2022; School-Led Tutoring Grant (how much?) with 25% paid for from school supply budget; Job Share teachers and / or specialist tutor</p>



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<ol style="list-style-type: none"> 2. Complete Transition Process to new classes: Maths cohort assessment profiles (O Track) to be completed by previous teachers and shared with new class teachers to identify cohort strengths and gaps due to impact of remote education; share with teaching staff the cohort summary sheets which capture each cohort's curriculum and educational experiences during periods of remote education 3. Embed use of resources purchased from catch-up premium fund: Monitor use of the key resources purchased for English & maths and ensure they are being used consistently and as intended. Provide ongoing CPD / guidance as required e.g. Reading Eggs, Maths HIAS Intervention Packs, CLPE subscription. 	<p>2. September 2021; Assessment leader & maths leader</p> <p>3. Ongoing monitoring & CPD / staff guidance through year</p>
<p>d. Assessment</p> <ol style="list-style-type: none"> 1. Progress Pathways: Create documents / reports which capture children's pre-pandemic attainment and current attainment. Use these to identify target groups as individual children's targets for the end of this year. 2. Complete review and implementation of Assessment & Feedback Policy: Include consistent marking symbols; complete review and implementation of best use of O Track 	<ol style="list-style-type: none"> 1. By end of Autumn Term; class teachers (led by Assessment Leader) 2. Spring Term; Assessment Leader
<p>e. Rebuild and Develop Extra Curricular and After School Childcare Provision</p> <ol style="list-style-type: none"> 1. Extra-Curricular Clubs: Gradually reintroduce a range of extra-curricular clubs (lunchtime and after school) (covid safety allowing). Develop a new model which does not rely on teacher-led clubs (workload implication & need to focus on recovery curriculum) 2. Wrap-Around Care: Set up a new, school-run wrap-around care club; ensure risk assessment, terms & conditions, staffing, appropriate charging & training are in place. 	<ol style="list-style-type: none"> 1. From October Half term; Admin Team to co-ordinate 2. From January 2022; Admin Team to lead and implement
<p>f. Develop the Role of Young Leaders across the School</p>	



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<p>1. Re-establish School Council, Green Rangers, JRSOs (Junior Road Safety Officers) & Worship Leaders as a regular feature of the school: Define roles and responsibilities (not overlapping); identify staff links; set up manageable projects for the children to experience success and develop their leadership skills.</p> <p>2. Develop new Mental Health Champions: Make full use of the One Goal curriculum (following Y4-6 Mental Health Champions) training last summer; define the role and identify key staff; plan a manageable project for the new leaders.</p>	<p>1. From Autumn Term; Headteacher / Deputy Headteacher to decide on staffing; small costs for resources / badges / equipment (£150)</p> <p>2. Spring Term; Headteacher & Mental Health Lead; small costs for resources etc. (£100)</p>
EVALUATION OF IMPACT	



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Key Priority 2: Curriculum Intent, Implementation & Impact	
Ensure curriculum content, provision and leadership lead to high quality outcomes, enrichment and engagement so that future curriculum development is based upon accurate self-evaluation.	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> ✓ New curriculum Intent, Implementation & Impact Document will ensure that all stakeholders have a shared understanding of the 'Long Sutton Curriculum' ✓ 'Golden Threads' such as Global Education, Outdoor Education & Oracy will be begin to be woven through all subjects to provide cohesion ✓ Engaging Hooks and Purposeful Outcomes will begin to be evident in planning and in children's learning experiences ✓ Subject Leaders will be able to articulate the intent, implementation and impact of their subject and key documentation will reflect this ✓ Subject Leaders will be able to draw on their monitoring to evaluate the quality of education in their subject and use this to identify strengths and next steps for further improvement ✓ Children's knowledge and understanding of global issues will begin to develop and they will identify some ways in which they can be courageous advocates for change in the world ✓ Children will experience a greater breadth and quality of outdoor learning opportunities 	<ul style="list-style-type: none"> • Curriculum & Subject Leadership documentation: clear intent, implementation & impact; clear progression of learning through the school • Pupil Conferencing and book looks: evidence of key curriculum choices being implemented and children beginning to show an awareness of the 'golden threads' of the Long Sutton curriculum • Subject Leader 'Interviews' will begin to reflect the subject leaders' increasing knowledge of the quality of education: 'Deep Dive' questions are answered confidently with reference to monitoring evidence and key documentation
KEY TASKS & ACTIONS	WHEN? / WHO? / ADDITIONAL RESOURCES
<p>a. Curriculum Vision, Strategy & Coherence:</p> <ol style="list-style-type: none"> 1. Review Whole School curriculum overviews to reflect the impact of the change from 5 to 4 class structure: Teaching staff collaboration to address the gaps / overlaps in some subjects; new curriculum overviews in place (2 year cycle for each class) 2. Curriculum Intent, Implementation & Impact Document: Create a document which pulls together statutory and personalised curriculum intent, implementation & impact; share with all staff, Governors and parents 	<ol style="list-style-type: none"> 1. Autumn Term; Inset 2. Autumn Term; dedicated Leadership time; Headteacher & Deputy Headteacher (Curriculum Leader)



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<p>3. Curriculum Documentation: Review current documentation against current requirements (e.g. new Ofsted Framework) to identify gaps / changes required (including clarity over engaging hooks & purposeful outcomes as part of short and long term learning journeys); create / revise and documentation in response to review; create a dedicated area of new website to house all curriculum documentation</p>	<p>3. Spring Term; dedicated leadership time; Headteacher & Deputy Headteacher (Curriculum Leader)</p>
<p>b. Subject Leadership:</p> <ol style="list-style-type: none"> 1. Subject Vision Statements (3 Is): Create a format which aligns well with the Curriculum 3 Is doc (Computing / RE first?); hold coaching / collaborative sessions with individual subject leaders to draft the subject-specific documents which reflect the curriculum 3 Is and also identify subject-specific Intent, Implementation & Impact 2. Review other subject-specific documentation: Review current documentation to evaluate how well it meets statutory requirements / new Ofsted framework; revise / change in light of the review (e.g. Subject overviews, progression of skills docs) 3. Subject Evaluation & Monitoring: Subject leaders to carry out monitoring (as agreed at coaching sessions) including pupil conferencing, SEN case study / tracking, book looks, learning walks / lesson drop-ins; use the monitoring activities to create a SEF / action plan for ongoing work (beyond 2021-22) 4. Subject Leaders to present & share outcomes of monitoring: provide opportunities for subject leaders to share and present key strengths, areas for development (to other staff, Governors, LLP); explore examples of 'Deep Dive' questions (CPD for subject leaders) 	<ol style="list-style-type: none"> 1. Spring Term; all subject leaders; supply cover / overtime pay for all subject leaders (£2000) 2. Spring Term; Headteacher & Deputy Headteacher; dedicated additional leadership time (£180) 3. Spring & Summer Terms; all subject leaders; release time (£2000) 4. Spring & Summer Term; all subject leaders; release time as required (£500)
<p>c. Global Education</p> <ol style="list-style-type: none"> 1. Establish Vision, Aims / Principles & Approach: Develop a clear vision & aims for Global Education @ Long Sutton (building on the curriculum 3 Is doc); research & select key resources / approaches / programmes (Global Neighbours & Global Dimensions?); include action plan to achieve Global Neighbours Bronze accreditation in 2022-23; establish a core team to lead Global Education; Expectations Document 2. Curriculum Mapping: Identify key points (year groups / units of work / topics) which can become 'Global Education' opportunities (embedded not additional) 	<ol style="list-style-type: none"> 1. Global Education Team (Curriculum Leader / Headteacher / Geography Leader); Spring & Summer terms; £300 for resourcing; 2 days release time / overtime for staff (£360) 2. Global Education Team; time and cost as above in c.2 3. Global Education Team; staff meeting time; LSA CPD time



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<ol style="list-style-type: none"> 3. CPD: Staff Meetings to introduce the key aspects of our Global Neighbours approach and staff roles in implementation 4. Launch as a whole school focus: Hold a Global Education week (including an Arts focus – environmental art / world music workshops) 	<ol style="list-style-type: none"> 4. Global Education Team + Art, Music and other subject leads as required; £600 for resources / visiting artists / musicians
<p>d. Outdoor Education</p> <ol style="list-style-type: none"> 1. CPD: Inset training for all classroom staff from Hampshire Outdoor Education Team; follow-up CPD time to agree expectations and approaches going forward 2. Establish Vision, Aims / Principles & Approach: Develop a clear vision & aims for Outdoor Education @ Long Sutton (building on the curriculum 3 Is doc); Expectations Document 3. Expand Resources: Audit of resources; order new resources 4. Monitoring: Evaluate the impact through various monitoring activities (including Governor Monitoring) 	<ol style="list-style-type: none"> 1. Autumn Term INSET; Curriculum Leader to co-ordinate; £650 for external trainer 2. Spring Term; Curriculum Leader & Headteacher; dedicated leadership time; £180 3. Autumn Term; Curriculum Leader; £150 4. Spring & Summer Terms; Curriculum Leader & Governors
EVALUATION OF IMPACT	



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Key Priority 3: Oracy	
Establish and implement an effective approach to oracy across the school and across the curriculum, so that high quality talk and other approaches have a positive impact on children's progress	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> • Staff CPD will develop a shared understanding of what effective oracy looks like and how it will be implemented at Long Sutton, so that children's understanding of oracy begins to develop • Staff training will begin to impact on the quality of children's talk in the classroom, with children learning strategies for effective discussion and for expressing their opinions and thoughts • The learning environment will prompt children to use effective oracy techniques in their day to day learning • Outcomes of the maths reasoning training will be evident in the maths curriculum and children's mathematical reasoning and problem solving skills will develop and improve 	<ul style="list-style-type: none"> • Staff and child conferencing: capture the emerging knowledge & understanding of what effective oracy looks like • Learning Walks: tuning in to children's talk within lessons will demonstrate an improvement in children's oracy over time; monitor the agreed approach e.g. discussion guidelines; talk protocols • Learning Environment: evidence of visual prompts to support oracy skills • Learning Walks, book looks and pupil conferencing in maths will demonstrate improving reasoning and problem solving skills
KEY TASKS & ACTIONS	WHEN? / WHO? / ADDITIONAL RESOURCES
<p>a. Oracy Professional Development:</p> <ol style="list-style-type: none"> 1. Revisit & refresh materials from pre-pandemic 'Introduction to Oracy' training 2. Staff Meetings (Teaching & Support Staff) to introduce the chosen approach & professional knowledge (using Voice21 resources & other professional reading / materials) 	<ol style="list-style-type: none"> 1. Autumn Term; Headteacher & Deputy Headteacher 2. Spring Term; Headteacher & Deputy; resourcing (£100?)
<p>b. Oracy Vision, Aims & Principles & Approach:</p> <ol style="list-style-type: none"> 1. Develop a clear vision & aims for Oracy @ Long Sutton (building on the curriculum 3 Is doc); agree expectations & principles; establish a progression for oracy across the school 2. Agree approaches & resources for the explicit teaching of oracy, which progress across the school: e.g. sentence stems, discussion guidelines & talk protocols 	<ol style="list-style-type: none"> 1. Spring Term; Headteacher & Deputy Headteacher 2. Spring Term; Teaching staff
<p>c. Implementation of Oracy:</p> <ol style="list-style-type: none"> 1. Begin to teach oracy skills discretely and explicitly in every class, using the agreed approach 	<ol style="list-style-type: none"> 1. Spring Term; all staff 2. Spring Term; All staff



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<ul style="list-style-type: none"> 2. Ensure the oracy guidelines / protocols / prompts / sentence stems are visible in every classroom 3. Monitor and review as a staff to ensure consistency and address any issues which arise 	<ul style="list-style-type: none"> 3. Spring Term; Senior Leadership team to monitor
<p>d. Further develop Maths Reasoning approach:</p> <ul style="list-style-type: none"> 1. INSET for whole staff delivered by Gareth Metcalf (I See Reasoning) 2. Use outcomes of INSET to identify key actions and approaches which will further improve children's mathematical reasoning for problem solving (resources?) 3. Monitor the implementation of the agreed approaches 	<ul style="list-style-type: none"> 1. Autumn Term; Maths Leader; £650 approx. 2. Spring Term; Maths leader; £100? 3. Spring & Summer Terms; Maths Leader
EVALUATION OF IMPACT	



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Key Priority 4: EYFS & Early Reading	
Ensure the EYFS and early reading provision meet statutory requirements for teaching & assessment and respond effectively to non-statutory guidance on early reading and phonics	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> • Children will experience high quality, systematic phonics teaching which enables effective 'keeping up' and opportunities for quick 'catching up' • Fidelity to one new phonics programme provides clarity and routine for children, resulting in good progress • Parents well-informed about changes so they can support their children well at home • Staff are well-trained to deliver high quality phonics lessons which facilitate good progress 	<ul style="list-style-type: none"> • Completed Audit (Hampshire Audit) identifies strengths & next steps • Learning Walks: classroom environments reflect the new programme • Lesson Observations demonstrate consistency in approach and high quality teaching • Phonics progress & results are at least in line with National / Hampshire %s
KEY TASKS & ACTIONS	WHEN? / WHO? / ADDITIONAL RESOURCES
<p>a. Review & Revise Phonics Provision:</p> <ol style="list-style-type: none"> 1. Audit: Complete the Hampshire Phonics audit to identify current strengths & areas for development 2. Select New Phonics Programme: Research DfE validated programmes and select one programme to follow exclusively (as per guidance) 3. Policy & Approach: Create a new 'Early Reading' policy which reflects the new requirements; plan the implementation in line with requirements; inform and educate parents about the changes 4. Resourcing: Purchase & prepare necessary resources, including early reading books matched to phonic phase; ensure learning environment meets the requirements of the new programme 5. CPD: Relevant staff to complete required CPD 6. Implement: Begin teaching using the new programme to the whole of Reception & Y1 children, and to children in Year 2 and above as required (if they have not already reached the required phonics standard for the raised expectations of the new programme) 7. Monitor: Monitor the teaching & impact of the new programme 	<ol style="list-style-type: none"> 1. Autumn term; English Leader 2. Autumn Term; Headteacher & English Leader 3. Spring Term; English Leader 4. Autumn term; English Leader; £2500 5. Autumn Term for core 'squad'; Spring Term for expanding squad, as required; £1500 6. Spring Term; English Leader & KSI staff (+KS2 staff as required) 7. Spring & Summer Terms; English Leader



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<p>b. EYFS Framework:</p> <ol style="list-style-type: none"> CPD: Attend / complete training provided by the Hampshire Early Years team; provide CPD for subject leaders across the school so that the new EYFS framework can be incorporated into subject overviews Policy & Audit: Review policy to ensure it reflects the changes; audit & review our current approach & choices as use the new framework as an opportunity to make any changes which better meet the needs of the children and the requirements of the framework Assessment: Review and change assessment procedures in line with the new framework Monitor: Monitor provision to measure impact and ensure our practice meets the requirements of the new framework 	<ol style="list-style-type: none"> Autumn term; EYFS teachers; £100 Spring / Summer Terms; Headteacher & EYFS teachers Autumn & Spring Terms; Assessment Leader & EYFS teachers Spring & Summer Terms; Headteacher & EYFS Governor
<p>c. Reception Baseline Assessment (RBA):</p> <ol style="list-style-type: none"> CPD: Complete required training for new RBA Implement: Administer the new RBA in line with requirements Reporting: Report outcomes to parents using the new online system 	<ol style="list-style-type: none"> Autumn Term; EYFS teachers; release time (£180) Autumn term 1st half; EYFS teachers Autumn term; EYFS teachers
<p>d. Early Reading: Wider Review in response to DfE Early Reading Review</p> <ol style="list-style-type: none"> Audit: Complete audit of Early Reading using the full DfE non-statutory guidance Action Plan: Create an action plan which identifies key aims, actions, resources and timescale Implementation of changes: Begin to implement changes in line with audit and action plan. 	<ol style="list-style-type: none"> Spring Term; Headteacher & English Leader Spring / Summer Term; Headteacher & English Leader Summer Term; English Leader



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EVALUATION OF IMPACT

English & Maths Priorities		
In addition to any identified actions within the 4 Key Priorities:		
Subject	Key Aims	Key Tasks
English	<ol style="list-style-type: none"> 1. Improve the quality of phonics teaching & provision in line with best practice recommendations from DfE 2. Ensure Early Reading provision meets statutory requirements and the needs of our children and context 3. Ensure our provision enables all children to recover well from the impact of the ongoing Pandemic and make accelerated progress where required 4. Develop and refine the English vision: Intent, Implementation & Impact 	<ol style="list-style-type: none"> 1. Revise phonics approach in line with DfE recommendations of best practice: new programme, CPD, resourcing 2. Audit Early Reading using the DfE non-statutory guidance & implement and necessary changes 3. Monitor & Review implementation & impact of resources / approaches introduced last year (e.g. CLPE, Reading Eggs); monitor internal & statutory assessment data to identify children who need further intervention; plan & provide school-led tutoring (grant) where most needed 4. Create an English Intent, Implementation & Impact document which aligns with the corresponding Curriculum document; review English curriculum documentation and revise as necessary to reflect the 3 Is
Maths	<ol style="list-style-type: none"> 1. Further Improve children's mathematical reasoning skills for problem solving 	<ol style="list-style-type: none"> 1. Gareth Metcalf INSET (I See Reasoning); implement outcomes of the INSET across the school; monitor impact



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	<ol style="list-style-type: none">2. Develop and refine the maths vision: Intent, Implementation & Impact3. Ensure our provision enables all children to recover well from the impact of the ongoing Pandemic and make accelerated progress where required	<ol style="list-style-type: none">2. Create a maths Intent, Implementation & Impact document which aligns with the corresponding Curriculum document; review maths curriculum documentation and revise as necessary to reflect the 3 Is3. Monitor & Review implementation & impact of resources / approaches introduced last year (e.g. HIAS intervention resources); monitor internal & statutory assessment data to identify children who need further intervention; plan & provide school-led tutoring (grant) where most needed
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Foundation Subject 3 Year Monitoring Plan (Draft)			
	Main Focus (clarifying intent, implementing and evaluating impact)	Monitoring (implementation and embedding from previous year in focus. Long term impact)	Maintain (light touch focus)
Year 1 2020-21	Computing Science PSHE	Art RE Geography Music	History PE / Outdoor education DT MFL
Year 2 2021-22	History PE / Outdoor education DT MFL	Computing Science PSHE	Art RE Geography Music
Year 3 2022-23	Art RE Geography Music	History PE / Outdoor education DT MFL	Computing Science PSHE

Foundation Subject Priorities		
In addition to any identified actions within the 4 Key Priorities:		
Subject	Key Aims	Key Tasks
PSHE	<ol style="list-style-type: none"> 1. Ensure PSHE coverage is sufficiently broad and reflects needs of our context and children 2. Keep Heartsmart high profile across the school 	<ol style="list-style-type: none"> 1. Use recently purchased resources (I Decision; PSHE Association Resources; One Goal Mental Health Resource; Updated Heartsmart Plans) 2. Invite Boris the Robot back to repeat his 'launch' assembly
Science	Ensure planning provides rich, challenging learning experiences	Planning review alongside Hampshire Science Team (cost?); explore potential of Hampshire 'Key Ideas' planning or other current recommended approaches / resources



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Computing	Ensure computing curriculum is sufficiently resourced	Introduce Purple Mash resource and new Rising Stars scheme (CPD); embed newly purchased resources into planning (e.g. microbits)
PE	<ol style="list-style-type: none"> 1. Ensure PE curriculum is sufficiently resourced and meets the requirements of the new PE scheme 2. Improve enrichment opportunities following lockdown restrictions 	<ol style="list-style-type: none"> 1. Complete implementation of new scheme; purchase new resources; ensure resources are well-organised and accessible 2. Plan a calendar of sporting events (internal & external), making use of Hampshire PE offers where possible
DT	Progressive practical skills?	Cascade STEM training from last year?
French	Enrichment opportunities?	
History	Progression of chronology knowledge & understanding across school?	Visual timelines in classrooms / through school?
Music	<p>Increase use of instruments in music teaching</p> <p>Review Model Music Curriculum and plan for incorporating any aspects which will enhance our provision</p>	<p>Incorporate more instrumental experiences within lessons: ocarina (KS1); recorders (KS2); HMS whole class instrumental long term plan Y4-6</p> <p>CPD & Professional Reading: Model Music Curriculum</p> <p>First Thing Music for Y1?</p>
Geography	Map skills?	Incorporate progressive opportunities for map skills into planning and long term overview
Art	Develop best practice in use of sketch books	Sketch book use: CPD for teaching staff
RE	Prepare for Living Difference IV implementation in September 2022	CPD (RE Network Meetings)
Collective Worship	<p>Incorporate Global Education elements into CW</p> <p>Incorporate Oracy skills into CW</p> <p>Reduce planning load</p>	<p>Global Neighbours – CW aspects</p> <p>Buddy Worship / Worship Groups / Discussion Opportunities</p> <p>New resources: Picture News & Big Start</p>



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Subject Leadership Responsibilities			
Curriculum area	Leader	Curriculum area	Leader
English	Kathryn Maidment	PE	Kirsty Caddick
Maths	Selena Cameron	Outdoor Education	Selena Cameron
RE	Hannah Inglis	Global Education	Hannah Inglis, Selena Cameron & Jo McAlpine
Science	Sarah Taylor	Oracy	Hannah Inglis & Selena Cameron
Computing	Selena Cameron	SEND	Kathryn Maidment
History	Tess Chevallier	Early Years	Kathryn Maidment & Sarah Taylor
Geography	Jo McAlpine	Behaviour & Personal Development	Hannah Inglis
Art	Claire France	Curriculum	Selena Cameron (& Tess Chevallier supporting)
Music	Jacqui Austin & Hannah Inglis	Assessment	Hannah Inglis (& Tess Chevallier supporting)
DT	Kirsty Caddick	Mental Health & Well Being	Kathryn Maidment
PHSE / sex and relationship education	Hannah Inglis	Library	Tess Chevallier
MFL	Jacqui Austin		